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A Risk-based Approach to Course Quality Assurance

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Abstract

A decade ago, Queensland University of Technology (QUT) developed an innovative annual Courses Performance Report, but through incremental change, this report became quite labour-intensive. A new risk-based approach to course quality assurance, that consolidates voluminous data in a simple dashboard, responds to the changing context of the higher education sector. This paper will briefly describe QUT's context and outline the second phase of implementation of this new approach to course quality assurance. The main components are: Individual Course Reports (ICRs), the Consolidated Courses Performance Report (CCPR), Underperforming Courses Status Update and the Strategic Faculty Courses Update (SFCU). These components together form a parsimonious and strategic annual cycle of reporting and place QUT in a positive position to respond to future sector change.

Introduction

The purpose of this paper is threefold. Firstly, it will disseminate practice of this course quality assurance approach and seek feedback from colleagues and agencies through peer review. Secondly, it will form part of the evaluation of phase two of this risk-based approach to course quality assurance. Thirdly, it forms and documents for the purposes of internal and external review, the *reflect* component of the action research methodology (Kemmis & McTaggart, 1988) that underpins the Course Quality Assurance project (Towers & Alner, 2008).

For the purposes of clarity, at QUT a course refers to the award (e.g. Bachelor of Business) and a unit is a subject studied within that award (e.g. Introduction to Accounting).

There are a number of external and internal factors influencing higher education institutions to change their practices in quality assurance in higher education (Renner, 2003). External factors influencing the entire sector have been reflected in the debate and outcomes of the 2002 and 2008 government higher education reviews. The initial review of higher education *Higher Education at the Crossroads* (Commonwealth Department of Education Science and Training, 2002) and the subsequent reform package *Our Universities: Backing Australia's Future* (Department of Education Science and Training, 2003), highlighted the need to direct national attention to learning and teaching. From this review, a number of mechanisms were put in place to promote quality learning and teaching across the sector such as the Learning and Teaching Performance Fund (LTPF) (Department of Education Science and Training, 2006), Australian Universities Quality Agency (AUQA) (2007) and Australian Learning and Teaching Council (ALTC) (2008). The subsequent review *Future Directions for Tertiary Education* (Bradley, 2008) and the subsequent reform package *Transforming Australia's Higher Education System* (Department of Education Employment and Workplace Relations, 2009) including the advent of Tertiary

Education Quality Standards Association (TEQSA) (Gillard, 2009) continues to bring learning and teaching to the forefront for all Australian universities. A central theme for reviews has been expanding access to higher education while maintaining the quality of learning and teaching. As a consequence there has been increasing emphasis to identify simple, yet robust methods to assess the effectiveness and efficiency of institutions (Abbott & Doucouliagos, 2003).

Course quality assurance at QUT is defined as a continuous process, incorporating regular monitoring, review, benchmarking and improvement of the university's courses. This definition mirrors the Department of Education, Training and Youth Affairs (Harman, 2000, p.iv) view that:

Quality assurance in higher education is defined as systematic management and assessment procedures adopted by a higher education institution or system to monitor performance and to ensure achievement of quality outputs or improved quality. Quality assurance aims to give stakeholders confidence about the management of quality and the outcomes achieved.

The internal factors at QUT that are driving change include robust strategic planning, more fine-grained reporting that is able to identify existing courses with particular quality issues, so those issues might be addressed, stronger curriculum design in new courses, and accomplishing all of this without overloading an already well-utilised academic staff. As the development of performance indicators for learning and teaching are in a relatively formative stage, QUT has sought to extend the range of datasets applied by the Learning and Teaching Performance Fund (LTPF) (Cave, Hanney, Henkel and Kogan, 1999) to increase the opportunity for contextual relevance and better inform a range of interested stakeholders. Assessing the performance of courses, units and teaching is complex and there are multiple audiences that need to be considered. Approaches need to balance competing demands and expectation of quality assurance of courses, such as *the three corners of accountability academic triangle: state priorities, academic concerns and market forces* (Burke, 2005) without placing too much emphasis on one aspect to the detriment of the others. Finally understanding and mapping the course elements over time needs to be an integrated activity to allow the university and course teams to engage in the constructive alignment of teaching for quality learning (Biggs and Tang, 2007).

QUT operates within an environment where stakeholders are encouraged through policy to engage in risk management by pro-actively managing risks and optimising opportunities and achieve stated objectives. The intent is to make information accessible to stakeholders and users (including academic managers and course team members) as part of day-to-day activities in a cost effective manner. QUT's approach sought to provide academic leaders, course teams and individual academics with a rich picture of learning and teaching at multiple levels. To enable this, the new course quality assurance approach provides automated consolidation of data on all courses through the use of powerful technological systems, and more fine-grained attention to those courses which evidence high risk factors. The manner in which QUT has managed to balance these drivers for change and embed risk management in the course context is explained below.

The QUT Context

A decade ago, the annual *Courses Performance Report* (CPR) at QUT was arguably recognised as leading the sector in the monitoring of course performance. The comprehensive report initiated a cycle of faculty and course level reporting that sought to highlight positive and negative performance of courses against a number of individual variables. Over time, this university-wide report was supplemented by several additional course reporting mechanisms as data on learning and teaching performance continued to expand exponentially. The university-wide annual CPR had grown to over 100 pages and the accompanying reports at faculty and course levels had become extremely demanding of professional and academic staff time. The approach had reached its limits in terms of the capacity of academics and academic leaders to meaningfully interpret and act upon data.

At the same time, expectations of accountability across the sector were rapidly changing with the emergence of performance-based funding national benchmarking expectations and global ranking schemes. In addition, further incremental changes to existing quality reports, to incorporate ever-more data and prepare longer reports, were viewed counterproductive. Rather than adjust the previous report, a new approach was required to view the university's existing data on course performance, and reconsider how these data could be utilised for evidence-based quality improvements.

The approach needed to be comprehensive and embedded in the institution's overall quality cycle of planning, implementation, review and improvement. It needed to cover all award courses, but QUT is a large university with more than 350 courses and majors. Clearly, it would not be possible to conduct a fine-grained analysis of each one individually. Therefore, the new approach sought to take a risk-based approach by focusing institutional attention and resources on those courses that could be identified with the highest risk profile. It also allowed identification of the highest performing courses, so they could be suitably acknowledged and used as exemplars for curriculum design and pedagogical reform. In this respect the annual Course Quality Cycle included analysis at individual course, consolidated and strategic levels.

QUT's Course Quality Cycle

QUT's Course Quality cycle was developed with the intention of providing an efficient, risk-based, cyclical approach to the monitoring and improvement of courses that accounted for institutional regulatory obligations, data availability, learning and teaching priorities and targets and requirements of key internal stakeholders. These considerations helped shape the features that would ultimately characterise the new approach:

- A threshold level of review for all courses and more intense levels of scrutiny for courses identified as underperforming.
- Centralised provision of pre-populated data sets that reduced the emphasis on report writing and enabled data-rich conversations focused on improving curriculum and pedagogical practices, reducing workload at faculty level.
- Usage of existing business intelligence reporting infrastructure to provide reports from a single reporting portal with distribution to course coordinators and key stakeholders in faculties managed via appropriate security access.
- Use of aggregated and individual course data sets, and the incorporation of simple visual cues, such as red-amber-green colour coding that highlighted course benchmarking at a national level to provide greater ease in interpretation of performance.
- Built in capacity to track quality outcomes and record actions taken to *close the loop* on issues previously identified within regular quality assurance processes curriculum approvals and corporate reviews.
- Provision to incorporate contextual observations and additional data by documenting course team comments within the database.
- Distinct individual reports and a synthesised analysis of performance at the consolidated level in order to accommodate the different performance risks and quality determinants for coursework and higher degree research courses.

The new Course Quality Cycle is a continuous process that automatically incorporates the most recent data sets throughout the year, with key reports timed to fit within the strategic planning cycle. It includes regular monitoring, review, benchmarking and improvement of the university's courses. In this respect the annual Course Quality Cycle comprises four formal reporting components:

1. Consideration and reporting on individual courses (awards);
2. Consideration and reporting across courses at faculty and university levels;
3. Deeper scrutiny of courses identified as underperforming; and
4. Consideration for strategic planning and review.



Figure 1: Course Quality Cycle 2010

A critical element of the new course quality assurance approach was the development of concise reports for the major reporting components that integrated quantitative data from multiple sources to provide a dashboard of indicators that reflected three core dimensions of course quality:

- Course viability;
- Descriptive indicators of learning environments; and
- Learning outcomes measures.

Four keys sets of reports were developed to reflect the individual course, consolidated courses, scrutiny of underperforming and strategic implications. (Note the large green text on the outside of the circle shown in Figure 1). Major reporting activities were aligned with the University planning and review cycle (the blue text within Figure 1).

Designated Reporting Components

The following section will outline the four major reporting components of the Course Quality Cycle.

Individual Course Reports

The primary purpose of the Individual Course Reports (ICRs) is to prompt an annual health check of each course's performance, drawing upon course viability, quality of learning environment, and learning outcomes data. In total, data on 16 indicators are included in the ICRs. An example ICR report is included in Appendix A. At this point, consideration of the ICR is a critical and diagnostic analysis focusing on significant trends and issues, actions taken and the results achieved to date. Namely, to:

1. Identify trends and factors that are influencing course performance, such as:
 - High performing and underperforming elements within the course;
 - The consequences of any underperforming elements;
 - Issues arising from the implementation of new curriculum; and
 - Other factors identified through additional data gathered (e.g. through professional accreditation activities).
2. Reporting on actions from the previous ICR (these actions are automatically pre-populated from the previous year within the report), such as:
 - Outcomes of actions taken (what's working; what's not); and
 - Status of actions (e.g. completed, in progress).

3. Recording new actions planned as a result of the identification of under and high performing elements within the course, such as:
 - Plans to redevelop curriculum and refresh pedagogical approaches;
 - Strategies to share good practice on high performing elements; and
 - Ongoing/revised actions from previously identified issues.

Within the context of the Course Quality Cycle, a course is defined as an award course, such as *Bachelor of Biomedical Science* or a study area within an overarching course such as *Bachelor of Business (Accounting)*. Within QUT, faculties determine which courses they wish to report at the study area level however this decision has not been historically aligned with the ICR process. Further flexibility in the ways that faculties can constitute ICR cohorts will be introduced in the future.

It is important to note that separate individual reports were developed for higher degree research and coursework course reporting and that this paper is focused upon implementation of the latter.

The annual ICR dashboard is produced in January, and the course coordinator leads the review of the ICR, together with course team members, including the unit coordinators. Course teams complete their comments in the ICR by March, after which the ICR is considered by the faculty academic boards before being finalised in the university records and incorporated in the next step.

Consolidated Courses Performance Report

The Consolidated Courses Performance Report (CCPR) is a university-wide report, which is released in May each year for consideration by key governance committees. Its primary purpose is to provide an overall evaluation of the university's course performance and identify high performing and underperforming courses. As shown in Appendix B, the CCPR amalgamates data and analysis to include:

- An environmental scan related to the university's suite of courses;
- Consolidated data and meta-analysis across all courses, and tracking of trends on key learning and teaching issues and priorities;
- Specific analysis by course type (e.g. undergraduate, postgraduate, higher degrees by research, domestic, international, customised education and transnational);
- Identification of high performing and underperforming courses (at Study Area A Levels) according to predetermined criteria using the three broad categories: viability, quality of learning environment, and outcomes;
- Relevant benchmarking against national standards; and
- Links and references to associated analysis and data sets produced since the previous report.

Underperforming Courses Status Update

Courses identified as underperforming receive greater scrutiny with bi-annual status reports required, rather than the annual report. Course coordinators update the status of their action plan in July, by entering comments into the original ICR. A consolidated report on underperforming courses also is provided to University Academic Board in September.

Strategic Faculty Courses Update

Like the other two components of the Course Quality Cycle, the Strategic Faculty Courses Update (SFCU) is a concise document that tries to ensure the emphasis is on thoughtful consideration and planned action, rather than report writing. The SFCU is prepared by each faculty as part of the strategic planning and review cycle each year and provides an overview of the anticipated strategic direction of the faculty's academic programs. It also serves as the initiating step for curriculum development and approval processes. As shown in Appendix C, the SFCU includes:

- A brief analysis of the faculty's strategic position relating to its suite of courses;

- A summary of planned actions including plans for curriculum development, informed by the faculty's consideration of its ICRs, and the faculty's benchmarked position in the CCPR; and
- An attachment outlining an environmental scan of external and internal factors.

One of the purposes of the SFCU is to provide early advice to internal stakeholders, so that discussions might be initiated between faculties, and with major service providers about the curriculum developments planned for the following year.

Criteria for Underperforming Courses

A key feature of QUT's new course quality assurance approach was the development of criteria and weightings for identifying high performing and underperforming courses. It was important that high performing courses could be duly acknowledged and used as a source of good practice ideas and that underperforming courses could be targeted for greater scrutiny. Criteria used to identify underperforming courses were developed in two phases. The first phase in 2009, incorporated pre-existing cut off points and aligned to the LTPF national performance indicators (Department of Education Science and Training, 2006). The second phase, implemented in 2010, built upon the previous model, but added selected criteria and weightings according to QUT priorities and national performance indicators. It also accommodated some contextual factors. High performing and underperforming courses were then automatically identified drawing upon key data sets on course *viability, quality of learning environment and outcomes*. Data for the model was sourced from enrolment, the Queensland Tertiary Admittance Centre, attrition, unit completions, student to staff ratio, Course Experience Questionnaire (CEQ), Graduate Destinations Survey (GDS), Australasian University Survey of Student Engagement (AUSSE), university-level surveys for first year, mid-year and final year experience and the Learning Experience Surveys (LEX) surveys of units and teaching. Through the Learning Experience Survey (LEX) QUT collects feedback on student's experience of units and teaching on all coursework units each and every delivery. This model enables:

- Identification of specific issues in poor performing courses, so they can be better understood and addressed;
- Ranking of course performance based upon a discrete set of weighted measures;
- The determination of overall performance summed across the set of measures and relative to other courses;
- The investigation of performance in relation to a single measure; and
- Identification of course context such as new course, discontinued and in teach out mode, low enrolments, where a course is missing a notable amount of data or was identified as high or underperforming in consecutive years.

As shown below high performing and underperforming courses are identified on the top of the ICR by being flagged in either the green (high performing) Figure 2 or red zone (underperforming) Figure 3.



Figure 2: Indicator identifying a high performing course



Figure 3: Indicator identifying an underperforming course

Support for Underperforming Courses

Where courses are identified as underperforming, the Curriculum Review and Improvement (CRI) team within the Office of Teaching Quality offer a range of support services. This team works closely with course coordinators and curriculum teams to unpack data, analyse any additional data and generally work together to digest the information and develop action plans to improve the course. This collaboration can involve anything from a few meetings to brainstorm possible actions, through to six months of forensic analysis leading to a formal review and redevelopment of the course curriculum. However, there is a finite limit to the capacity of this team and a set of criteria to prioritise courses is being trialled.

Outcomes

There are a number of tangible outcomes arising from the Course Quality Cycle. Firstly, the course-level data consolidation and presentation has shifted from course coordinators in faculties to a central service – Corporate Reporting. This has increased the acceptance of the data's validity and perhaps most importantly, has significantly reduced the workload for academics and faculty staff. Secondly, the matter-of-fact identification of high performing and underperforming courses has encouraged dissemination strategies for the former and enabled the provision of structured support for the latter. After implementation of this new approach, a significant number of underperforming courses have been removed from the QUT suite of courses and many more have undergone major renewal activities. Thirdly, the ICR and bi-annual underperforming status update report allows QUT the opportunity for deep scrutiny where the risk is higher. Finally, every May QUT through its executive committees is in a position to review the performance of all award courses and use this information to initiate strategic planning for courses that will be considered in the Strategic Faculty Courses Update in September.

Conclusion

In conclusion, this paper has outlined the external and internal drivers for change resulting in the development and implementation of a new risk-based approach to course quality assurance by QUT. It describes the four main reporting points – Individual Course Reports, Consolidated Courses Performance Report, Underperforming Courses Status Update and the Strategic Faculties Courses Update – along with the criteria and support for underperforming courses. This annual process provides QUT with timely evaluation of data displayed in a usable format for the institution, faculties, course coordinators and course teams to engage in understanding the current context of their course.

QUT pursued this course of action for pragmatic reasons, based on sound quality principles, with a staged approach, informed by regular meetings with stakeholders, and genuine attempts to respond to their feedback through an ongoing series of improvements. The system will continue to be fine-tuned in coming years and staff within the Office of Teaching Quality look forward to further theorising and evaluation of its outcomes, to better understand the component parts of a high quality course quality assurance system.

References

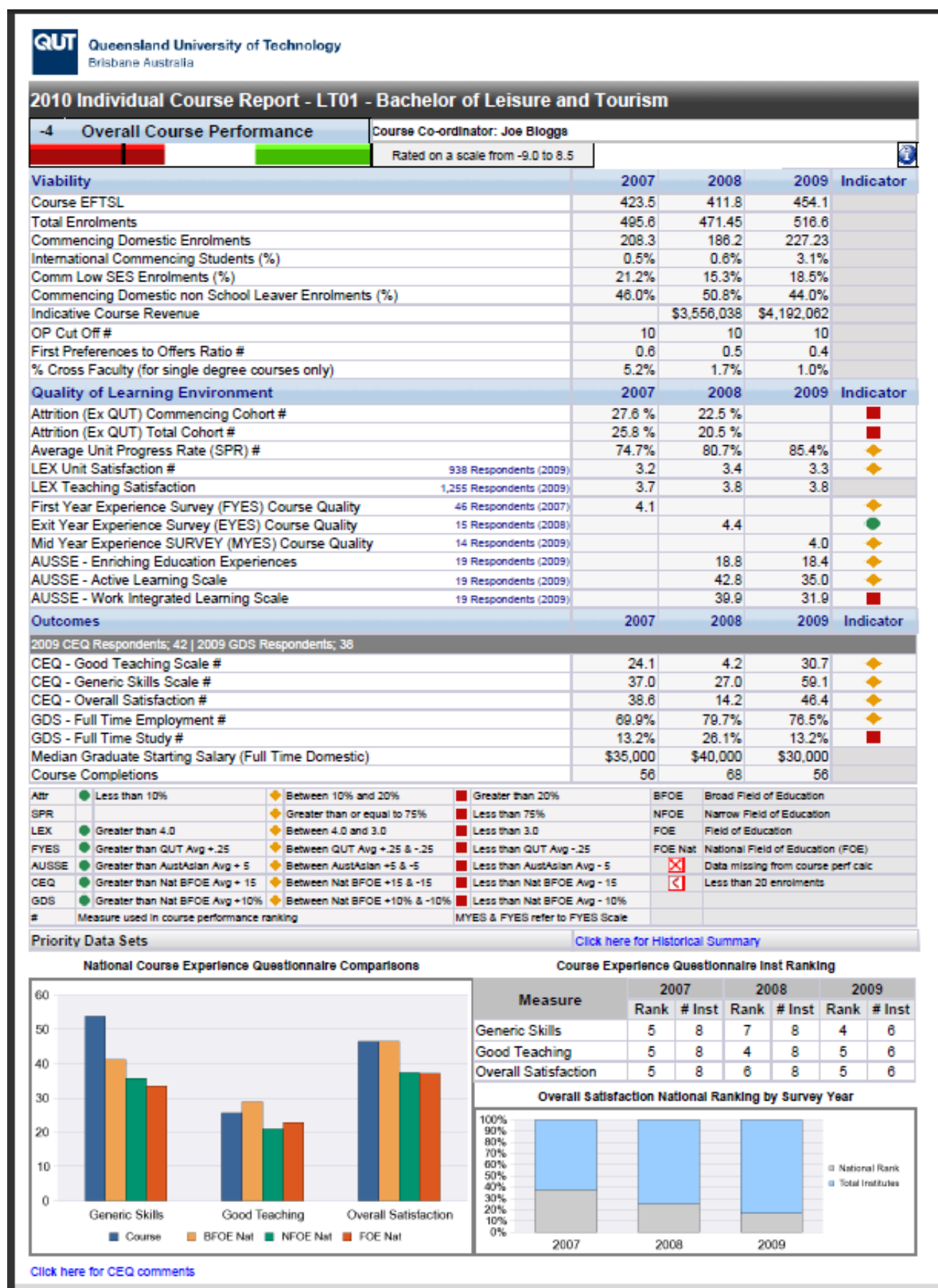
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Acknowledgement

QUT does not offer a Bachelor of Leisure and Tourism award; therefore, the reports and the data represented in the appendices have been adjusted for privacy reasons.

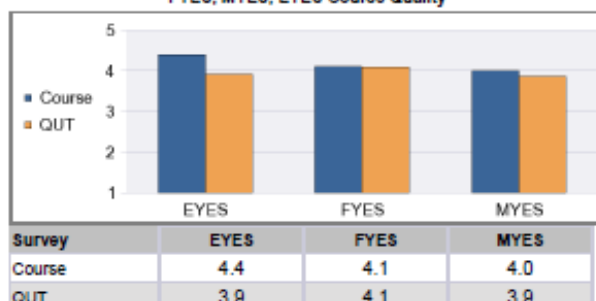
Appendix A: Example of an Individual Course Report 2010



2010 Individual Course Report - LT01 - Bachelor of Leisure and Tourism

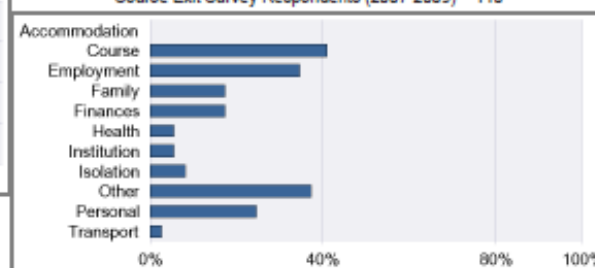
Priority Data Sets cont

FYES, MYES, EYES Course Quality



Course Exit Survey (Reason for Discontinuing) (2007-2009)

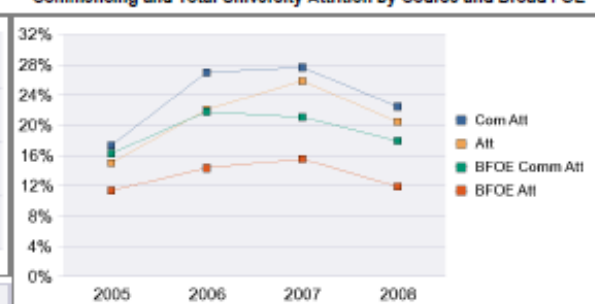
Course Exit Survey Respondents (2007-2009) = 110



LEX U05 Unit Satisfaction by Teaching Period



Commencing and Total University Attrition by Course and Broad FOE



Unit Health Check for Course Cohort (Results for 23 Units ranked by Unit EFTSL)

[Click Here for Detailed Actual Values](#)

Unit Code	Unit Name	EFTSL	Cohort % Unit Total	LEX Resp	LEX U01	LEX U02	LEX U03	LEX U04	LEX U05	USAT 01	USAT 02	USAT 03	SPR
BLT101	Introduction to Leisure in Tourism	33.2	81%	106	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	32.7	83%	124	●	●	●	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	31.0	84%	104	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	30.0	82%	122	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	28.9	78%	204	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	28.1	81%	190	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	26.7	89%	140	◆	●	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	26.3	87%	154	◆	●	●	●	●	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	12.9	75%	54	●	●	●	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	10.6	63%	66	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	10.0	8%	58	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	9.0	70%	50	●	●	●	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	9.2	76%	32	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	9.0	64%	34	◆	●	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	8.8	66%	26	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	8.2	76%	48	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	8.1	73%	24	●	●	●	●	●	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	7.6	82%	40	◆	◆	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	6.5	4%	42	●	●	●	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	6.3	57%	44	●	●	●	●	●	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	5.7	73%	32	●	●	●	●	●	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	4.3	70%	20	◆	●	◆	◆	◆	◆	◆	◆	◆
BLT101	Introduction to Leisure in Tourism	3.8	79%	8	●	●	●	●	●	◆	◆	◆	◆

LEX U01	The unit activities helped me develop useful skills and knowledge	USAT 01	Assessment - Workload
LEX U02	The relevance of the unit activities was clear	USAT 02	Assessment - Difficulty
LEX U03	The structure and organisation of the unit assisted my learning	USAT 03	Assessment - Relevance to Topic
LEX U04	I received helpful feedback on my learning	SPR	Student Progress Rate
LEX U05	I have been satisfied with the overall quality of this unit	Unit Cohort	% of Unit EFTSL from course

2010 Individual Course Report - LT01 - Bachelor of Leisure and Tourism

Team Comments

Actions from previous year

Redesign core first year unit
Increase marketing of course

Results/Outcomes/Status

Marketing strategy has contributed to positive increase in student enrolments
No negative LEX ratings appearing for any first year units showing significant improvement from previous year, however, student progression in one core unit is still problematic
Attrition for both commencing and continuing students has decreased

Observations, Additional data and Benchmarks

Student progression rates need further investigation - especially core first year unit and 2nd and 3rd year work integrated learning units
Survey of employers interested in taking work placements highlighted difficulties with assessment requirements

Actions for remainder of year

Note this course has been identified as underperforming

Attrition:

Employ Student Success Program to work in core first year unit with student progression problem.
Conduct focus groups with Year 2 and 3 students to explore issues highlighted in 'needs improvement' comments in EYEs survey
Conduct survey of students leaving the course to further understand influences on attrition and potential support opportunities

Student Progression:

Conduct an assessment audit for 2nd and 3rd year units, to check that skill development towards assessment is appropriately supported, especially in work integrated learning units
Create a support guide for students enrolled in service units to enhance their chances of success

Status update for courses identified as underperforming

If this box is displaying then this course has been identified as underperforming. Further information will be required later in the year

Appendix B: Institutional Data Table within the Consolidated Courses Performance Report

#	Measure	Reporting Year							
Viability		2005	2006	2007	2008	Target Type	Target Value	Ind ^A	Prelim 2009*
V1	Total EFTSL	27,632	27,579	28,551	28,916	none			29,538
V2	Total enrolments	38,527	38,548	39,354	39,233	none			37,096
V3	Total coursework post graduate enrolments					none		↓	5,839
V4	Total HDR load			1,124	1,140	KPI RI3	1,083	↑	1,118
V5	Commencing domestic enrolments	12,325	12,871	13,376	12,126	none		↓	11,231
V6	International commencing students (%)	%	%	%	%	KPI PC1	%	↑	14.4%
V7a	Comm. domestic UG non school basis for admission (N)					none		↓	6,323
V7b	Comm. domestic UG non school basis for admission (%)	%	%	%	%	none		↓	56.3%
V8	Commencing Indigenous students (% of enrolments)	%	%	%	%	KPI PC6	%	↑	0.8%
V9	Commencing low SES	%	%	%	%	KPI PC7	%	↓	13.3%
V10	Commonwealth Grant & HECS Income as % of Total QUT Revenue	%	%	%	%	none			
V11	Fee Paying Overseas Income as % of Total QUT Revenue	%	%	%	%	none		↑	
V12	Median OP of QTAC Students					none		↔	9
V13	QTAC first preferences:offers ratio					KPI LT1		↔	1.18
V14	Courses < 20 enrolments		%	%	%	none		↔	
V15	Units < 12 Enrolments	%	%	%	%	plan		↑	23.0%
V16	Interfaculty Course Load	%	%	%	%	KPI LT9	%	↓	12.6%
Quality of Learning Environment		2005	2006	2007	2008	Target Type	Target Value	Ind	Prelim 2009*
L1	Attrition (Ex QUT) Commencing	%	%	%		none		↔	
L2	Attrition (Ex QUT) Total	%	%	%		none		↔	
L3	Average Unit Progress Rate	%	%	%	%	KPI LT2	%	↔	
L4	Student to Staff Ratio					KPI LT3		↔	
L5	% of academic staff FTE employed as sessional		%	%	%	none		↓	
L6	LEX Unit Satisfaction			%	%	none		↑	
L7	LEX Teaching Satisfaction			%	%	KPI LT4	%	↔	
L8	FYES Course Quality			%		none			
L9	EYES Course Quality				%	none			
L10	AUSSE - Enriching Educational Experiences					AUSSE Nat		↔	
L11	AUSSE - Active Learning Scale					AUSSE Nat		↔	
L12	AUSSE - Work Integrated Learning Scale					AUSSE Nat		↔	
L13	Overall client satisfaction					ATN LibQual+		↔	
L14	Library information resources					ATN LibQual+		↔	
L15	Quality of library spaces					ATN LibQual+		↔	
L16	Usable Floor Area (All faculties) / EFTSL (m ²)					HES / KPI FI6		↔	
Outcomes		2005	2006	2007	2008	Target Type	Target Value	Ind	Prelim 2009*
O1	CEQ - Good Teaching Scale (bachelor degree)					nat CEQ avg		↔	
O2	CEQ - Generic Skills Scale (bachelor degree)					nat CEQ avg		↔	
O3	CEQ - Overall Satisfaction Item (bachelor degree)		32.4			KPI LT8		↔	
O4	GDS - Full Time Employment (domestic bachelor)		%	%	%	KPI LT7	%	↓	
O5	GDS - Full Time Study(domestic bachelor)		%	%	%	nat GDS	%	↑	
O6	Median Graduate Starting Salary		\$	\$	\$	none	\$	↑	
O7	PREQ - Overall Satisfaction					Nat Avg PREQ		↔	
O8	HDR Completions					none		↑	

2010 Strategic Faculty Courses Update
Faculty of Leisure and Tourism

Faculty Profile

Faculty Profile The Faculty of Leisure and Tourism (FLT) was created in 1999 and is one of the top five national providers of leisure and tourism courses according to national benchmarks for course viability, learning environment and outcome factors. Graduates are making leadership contributions to the national and global leisure and tourism industries as professionals, policy makers and researchers. Excellence, entrepreneurship, industry relevance and connections between practice and theory are strong themes that underpin undergraduate, postgraduate and research programs. The Faculty's reputation has led to opportunities for customized education and partnership with significant institutional partners.

Proposed Curriculum Developments

New Courses	Proposed Pathway	Offer or withdrawal year
New study areas for LT09 MLT to respond to changes in economic outlook New study area for LT08 MLT to respond to changes in economic outlook (Working from loan based derived from existing disciplines (Lifestyle Trainers working to drop and Onyritourism on 20% less))	1	S2 2010
New study areas for LT09 MLT from loan based derived from emerging disciplines	3	TBC
New customised education version of LT10 MLT for 3 hotel groups	1	S2 2010
Grand Court Health-Tourism (Physis Surgery) joint degree or study area A with Health	TBC	TBC
Grand Diploma in Space Tourism (with BEE)	2	2011
Customised education framework - Masters of Leisure Management (with Business)	2	2011
Masters of Ecotourism – Study Area A - Carbon Neutral Holidays (with Science)	2	2011
Double Masters MLT with NYU/T	2	2011
Customised Education Framework	2	2011
Candidate professional doctorate	TBC	TBC

	Redeveloped Courses	Proposed Pathway	Offer
T03 Bachelor of Leisure/ Bachelor of Tourism		1	2011
T06 Bachelor of Leisure/ Bachelor of Tourism T07 overhaul – alignment and work place delivery strategies		2	2011

Discontinued Courses	Proposed Pathway	Offer or withdrawal
discontinuing all study areas from Graduate Certificate in L&T with less than Q commencing enrolments and with no prospect of increased demand – Education (Bachelors Early Exit Class Travel: Speed, Speed, Speed)	1	2011

Planned Actions

New Courses

in line with the changing economic climate, increased national competition and to better target generation of and industry-based delivery of postgraduate programs, the Faculty will be reviewing the design of its curriculum to make greater use of blended learning approaches and to deliver to work places.

- New source of funding** BEE (OC in Spokane Tri-Valley), Health (Masters of Leisure Management) Science & Technology (Master's in Environmental and Health) OC Health/Tri-Valley (Public Safety). The new funding sources will allow the program to continue to offer a variety of courses and ensure continued education will include additional industry specific version of the ALT as well as new CPR activities leveraging the new position.
- E-Data design** in Premier's visit to Chequamegon
- Expire CPE offerings** FLT has tailored occupational education contracts for three domestic hotel groups using the Masters of Leisure Tourism course framework valued at \$2.8M. Interest has been expressed by several international hotel chains to explore similar programs.
- FLT plans to leverage work around** Lifestyle Transitions and Oxyphorion to provide continued CPE and award courses existing client organizations. FLT has no plans for transitional programs.

Redeveloped Courses

Changes to the undergraduate curriculum were approved in 2009 to improve the real-world connections and address concerns with alignment of learning outcomes to assessment. This work will continue to roll out and address concerns with alignment of learning outcomes to assessment. This work will continue to roll out and address concerns with alignment of learning outcomes to assessment. This work will continue to roll out and address concerns with alignment of learning outcomes to assessment.

- improve the first-year experience (FYE) will allocate \$100K to complement the Student Success program in consultation with FIVE Directors) to reduce attrition to the national average (4% decrease) increase work integrated learning opportunities and professional and research capstone options enable students to enter into specific leisure and tourism streams or a foundation program with enhanced flexibility of offerings and curriculum adjustments to leverage gap year and theme of work/study
- incorporate the accreditation for leisure courses (courses are already aligned and faculty staff are already qualified) to ensure alignment with the industry
- Bid for new permanent funded places in Ecotourism and review offerings to ensure alignment and address of needs
- Address preparations of academics staff across through curriculum design and pedagogical practices (including professional development)
- Develop a new program of study in the area of leisure and tourism development to ensure greater integration of leisure and tourism into the existing curriculum
- Developing continuing work placements throughout the course and an interdisciplinary capstone project

The next stage will be to extend the redevelopment to double degrees to ensure greater integration (including professional development).

The postgraduate reviewer will

- Investigate potential to incorporate new study areas emerging from environmental scan.
- Exploit trends emerging from GUT ARC research and review performance.
- Review the course profile and marketing strategy in response to University of Brisbane entering the PQ market.

Discontinued Courses

Discontinued Courses
Demand for some post graduate study areas has fallen below the faculty's break even threshold of 20 commencing enrolments and is deemed no longer viable.

Attachment 1 - Environmental scan

[illegible]

Internal Scan

[illegible]